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LE intake

██████ and mom (support person)

LE reviewed EOO complaint procedure and EOO process (gave her complaint procedure), discussed confidentiality

She feel her disability factored into the decision to deny her admission to Fairhaven

LE- Fairhaven should look at applications w/o regard to disability, applicant has to meet standards for admission. Separate issue is reasonable accommodations which are put in place to provide equal opportunities for student with a disability to succeed (test times, etc).

*she is unsure of result she is seeking

-seems to LE like she wants answers

-unsure of her comfort if re-admitted if people knew she had a mental disability

Connection between "essay's honesty" and "academic history concerns me"...to her is clear connection not admitted because of disability.

Received denial letter in early March, very soon after she requested information from Fairhaven admissions person, then wrote letter to EOO

She was instructed to write about periods of withdrawals/poor grades in essay

Feels violation of law if disability was one factor in decision, essay talks about how she overcame her disability

LE-does she feel Fairhaven should have given her points/positive consideration b/c poor grades happened b/c of disability? No, neutral

She wants to know, what is it about the "academic history" that concerned the evaluator? If only concerned with time of bad grades, then to ██████, concerned with disability

"essay's honesty" refers to "disability" for ██████

LE explained legal and illegal discrimination, discrimination b/c of poor grades fair, discrimination b/c of disability not okay. Even if effect of disability was poor grades, then not admitting b/c of poor grades is fair, because accommodation happens in the classroom for equal opportunity to succeed, okay for Fairhaven to require certain academic level

***however, look at criteria for Fairhaven admission, does not say anything about academics

██████████ - encouraged her to write about period of poor grades, address and explain any poor grades, show how this will not be a problem again

██████ told ██████████ about her disability in informal informational meeting and in formal interview.

Review members: [REDACTED], [REDACTED], [REDACTED], student and

Next steps:

LE will talk with Sue, then likely with [REDACTED], then with [REDACTED] and [REDACTED] and maybe the student.

Then I will email [REDACTED] to come in to discuss (gmail) the week of April 9.